

# remediation

due week 15  
**UNIT 4**

| Unit 3                        | Class   | Due  |
|-------------------------------|---|--|
| <b>WEEK 14: April 11 - 15</b> |   |  |
| M/T                           | GG, Unit 4, visual rhetoric, finding samples  | Unit 3 due on Bb   |
| W/Th                          | Style: CRAP, writing evaluations  |  |
| <b>WEEK 14: April 18 - 22</b> |   |  |
| M/T                           | GG, color, Work on projects   | project plan complete for approval   |
| W/Th                          | Style: work on projects   | 4-page evaluation due  |
| <b>WEEK 14: April 25 - 29</b> |   |  |
| M/T                           | Peer review (sharing projects)  |  |
| W/Th                          | Peer review   | Visual argument due for peer review<br>Due on Bb for grading Midnight Friday |
| <b>FINALS WEEK</b>            |   |  |
|                               | FINALS DAY – Exam.<br>2:00 pm M/W class: Monday, May 2, 2:00 pm      ANS 253<br>3:30 pm M/W class: Wednesday, May 4, 2:00 pm      ANS 308<br>11:00 am T/R class: Thursday, May 5, 12:00 noon      ANS 253 |  |

## IN A NUTSHELL

- A 4-ish rough draft, ungraded, where you evaluate a visual argument
- A graded visual argument you create
- 100 points or 10% of your grade

## PURPOSE

Your last unit is meant to do two things: give you a bit of a breather towards the end of the semester while I grade your big kahuna papers, and to give you some insight into visual rhetoric, which, at this point in time, is becoming increasingly important. The main purpose of this, however, is for you to really think about audience: if you really did this actual research project in the real world, what would be the best way to get this info to your audience? Would they actually read an academic research paper? Would a Public Service Announcement be a better way to reach your audience? Maybe a short YouTube video? Maybe a Facebook page? A poster? Very few people read academic research papers, so this unit requires you to really consider what your audience would be and how best to reach them using visual and aural aids as part of your rhetorical appeals.

First you will choose what genre you would like to create, and then you will write an evaluation of a sample of that genre. So, for example, if you choose to create a Public Service Announcement (PSA) for your project, you will find a PSA similar to the one you want to create, and then you'll write an evaluation of that PSA. I will provide you details on how to write an evaluation, but basically the idea is to come up with criteria and then determine how well it meets those criteria—which is how your papers are graded. Same thing—you'll be “grading” what you find and explaining that evaluation.

This evaluation will be 20% of your overall grade, so it does not need to be polished, but you do need to do it. If you are working with others for your project, you still need to write individual evaluations.

YOU MAY NOT USE PRESENTATION SOFTWARE LIKE POWERPOINTS OR PREZI.  
THIS IS A VISUAL ARGUMENT AND NOT A PRESENTATION.

The actual type of genre will be up to you, but there are many options:

Advertisements  
Public Service Announcements  
Informative videos  
Posters  
Pamphlets and brochures  
Cartoons, graphic novelettes  
A song you write and perform  
Slam poetry you write and perform  
and many more!

## SPECIFICS

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You only have two main requirements:

- Something to see
- Something to hear or read—some words

The content of your visual argument is your work from Unit 3—as simple as your thesis or as complex as your whole paper. It's up to you. I will be grading you on the same five criteria as always, although these things will be quite different—yet pretty much the same (rubric is below).

Whatever medium you choose, the following steps will help keep you organized, so I highly recommend following them rather than just jumping into the deep end without your water wings.

STEP ONE: Decide exactly what you want to create. Keep it within the realm of possibility, and be reasonable time-wise and resource-wise. But also be creative and give this effort, and come up with a genre that fits your topic. Audience here will be the most crucial. For example, if my argument is about the effects on children when their parents swear, my audience will be parents or parents-to-be. My purpose will be to help them understand the effects of their language choices. So, in this case, a PSA would be perfect. You will have plenty of class time to work on this project over the next few weeks, but I expect you to use

your class time wisely and well. Also you must write up a proposal (informal this time) of your plans; I have to approve your project.

STEP TWO: Draw out your plans. If you're doing a movie or skit or commercial, create a storyboard where you draw out, frame by frame, how you envision it going, where images will be, where text will be, who will talk, what music or sound you'll use—write it all up and plan it out first. Think of this as a sort of outline of your project. I also highly recommend planning out your time, a schedule or deadlines for yourself. This is going to be YOUR responsibility, and you don't want to show up for exam time without your work done. There are no second chances or revisions for this unit!

STEP THREE: Do the work. You'll have time in class that I expect you to use wisely. The rest of the work will have to be done outside of class. Choose a project that you can complete in a couple weeks as that is all the time we will have. Also choose a project that doesn't rely too heavily on any technology you don't have ready and easy access to.

STEP FOUR: save your work in a way that you will be able to both give me a copy and show one copy to the class. If you have a digital project, please upload it to Bb in the Unit 4 visual argument folder, even if it is just a link. If you have a hard copy project, please make a copy or take a picture for me and upload that to Bb. Although I will pretty much be grading them as you share your work, I want to be able to have a copy so I can look at it again if I need to.

STEP FIVE: Your next step is to share your project with the class. Think about how you want to do this, and be prepared. How you do this will be very much up to you, but think of it as a sort of show and tell time. Try to keep your time to around five minutes or so. Using google drive and sharing a public link is the easiest way to do this. Just put the link on your personal wiki page and you're done.

**VERY IMPORTANT NOTE: If you create an iMovie or a MovieMaker movie, you need to save your movie as a MOVIE FILE, NOT as a MovieMaker project. Be sure you initially save your movie as a movie project, but when you are done, you need to "Save as movie". If you do not do this, when you share, it will be BLANK.**

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## THE KEYS TO SUCCESS

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The key to doing a great job for this assignment is knowing audience and purpose. If you know why you are doing what you're doing and who it is you're doing it for, you will do well.

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## REQUIREMENTS

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- A 4-ish page evaluation of a visual argument
- A visual argument that includes something to see and some words.
- You will be graded according to the five criteria: content, purpose, organization, support, and form, but I've already made a rubric because these criteria look a bit different. Here it is:

